

Crayford Stars Pre-School

175 Townhall Square, DARTFORD, DA1 4FN

Inspection date

Previous inspection date

18/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children feel settled, safe and secure. This helps to build their confidence to engage in the range of activities that are on offer.
- The leadership and management team has established robust and effective systems of monitoring and evaluation to ensure that children's needs are identified and met
- The staff team actively respond to what they observe children doing and as a result children's thinking is sustained and their understanding extended.

It is not yet outstanding because

- Staff do not always effectively review the range of resources and activities available to children, in the indoor and outdoor environments, to ensure there are sufficient challenges for the older and/or more able children.
- Staff do not always extend younger children literacy skills by helping them explore and extend their pre-writing skills.
- The organisation of daily routines does not always fully meet children's individual care needs as well as they could.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The Inspector observed activities across the indoor and outdoor spaces.
- The Inspector took account of the views of parents and carers.
- The inspector conducted a joint observation with the registered person.
- The inspector reviewed observations and records of children's learning with the manager.
- The inspector checked documentation and talked to members of staff.

Inspector

Jenny Griffiths

Full report

Information about the setting

Crayford Stars Pre-School registered in September 2013. It is one of four settings run by Stand Out Theatre Limited. The pre-school operates from a large room above Crayford library in the London Borough of Bexley. The pre-school has use of the main playroom, a kitchen and toilets with sole use during the hours of operation. There is space on the first floor for children to play outside. The pre-school is open each morning during term time from 9:30am to 12:30pm.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are ten members of staff. All are qualified with four holding Early Years Professional Status. There are currently 28 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery also supports children learning English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for younger children to develop their literacy skills, for example by exploring the physical and sensory experiences of early mark making
- review the organisation of daily routines, such as toileting, so that all children's individual needs are all fully met.
- review the organisation and range of activities available in the indoor and outdoor play environment to enable children to have more challenge, particularly the older and more able children

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children show that they are interested and keen to learn as they happily engage in a range of activities. Older children enjoy angling their fishing rods to hook items in the water tray. Others concentrate carefully as they pour and fill containers. Children further develop the characteristics of effective learning as they transport small world creatures from one area to another while exploring play themes. Children also make connections as they predict what other sized containers they can fill, as they pour themselves cups of water to drink. Overall, the quality of teaching is good. Children are well supported in the

different ways that they learn because staff are observant and routines are flexible. The staff team have a secure knowledge and understanding of how and what children learn. Opportunities indoors reflect this well. Outdoors, the type and range of opportunities is not always extended for the older children.

Overall staff promote children's learning well across their social skills, communication and physical development. Staff help children to communicate at levels which are appropriate to their development and then respond to them with clear, audible speech and phrasing. These skills help staff to widen children's vocabulary and to build their confidence in speaking. Older children can give meaning to marks at the writing area, which is equipped with opportunities to explore different purposes for writing. In comparison, younger children have fewer opportunities to explore larger physical and sensory experiences connected to early mark making. However, they do enjoy the smaller scale activities such as using large chalks on small blackboards and drawing on A4 sized paper. Personal, social and emotional development is fostered well because the environment has generally been organised in a way which encourages independence. Children demonstrate their self-help skills as they go to fetch their own coats, pour their own water and put their used tissues in the bin. Children also understand what happens next at different times of the day and can adapt easily. This is supported with the use of a visual timetable.

Key persons are skilled in observing and assessing children's learning. Children's starting points are assessed accurately and information from regular observations is used systematically to inform planning. Key persons also build trusting relationships with parents and carers when children settle into the nursery. Parents of children learning to speak English as an additional language share key words in the child's home language. Key persons use these words to communicate with children which helps them to feel acknowledged and understood. All children who join the nursery learning English as an additional language can now speak English confidently at levels which are appropriate to their development. Progress checks for two-year-old children have been completed and these capture children's strengths and areas for development accurately. Key persons also track children's learning carefully and can evaluate how well children are making progress. Close monitoring by the manager and effective partnerships with parents, local authority officers and other professionals help to prioritise the type of support that individual children need and receive. As a result, the achievement gap is being narrowed. All children, including those with special educational needs, generally make steady progress given their starting points.

The contribution of the early years provision to the well-being of children

Children are kept safe and secure because staff are effectively deployed and children are supervised at all times. Leaders of the nursery are vigilant and remind staff about important procedures. For example, reminding staff to do headcounts as they prepare to take children to visit the local library. Children also learn about keeping safe as they put on high visibility vests and stay close to adults as they make their way out of the nursery. Children also understand what happens during an emergency by taking part in monthly fire drills and evacuating through different exits each time. This increases their awareness

of how to leave the premises safely in an emergency.

The environment is clean, safe and generally well resourced. Staff set out resources attractively which encourages children to have a go. Children can also access activities at different levels that appeal to them such as floor level, table top or free standing. Children particularly enjoy re-enacting familiar experiences at the hairdressers table as they use real items to brush and comb hair on the mannequins.

Children are able to manage their own self care needs. They gain an immediate sense of achievement as they find their name and self-register with help from their parents. During snack time, children enjoy eating healthy pieces of fruit and salad. Children also build relationships with each other as they pour each other milk and serve snacks to one another.

Staff generally attend to children's toileting needs well but this is sometimes hindered by the number of children that are taken into the toilet area at once. As a result, all children cannot always move around comfortably and a sense of privacy is not always fostered. Although most children are toilet trained, full opportunities to give individual praise, encouragement and attention are not always acted on. However, new children are given space to form their own attachments with adults who do attend to their personal care needs such as toileting. This helps them to feel safe and secure.

Staff have expectations of children's behaviour which are appropriate to their emotional stage of development. For example, younger children have the choice to access alternative activities if they find it difficult to sustain concentration in whole group sessions. Staff working with older children, carefully plan activities with an aim to support children to share resources with each other. Overall, children understand the routines and happily transition from one activity to another.

The effectiveness of the leadership and management of the early years provision

Staff throughout the nursery have clearly defined roles and a thorough understanding of the requirements for the Statutory Framework for the Early Years Foundation Stage. Regular evaluation, monitoring of practice and reflection ensures that any weaknesses are promptly identified and addressed. Supervisions of staff focus intently on children's progress and identified training needs are linked. Any children who are not at typical levels of development are closely monitored and the recommendations from professionals such as speech and language therapists are highly respected and integrated into planning. These qualities of strong leadership and management have enabled the nursery to make very good progress since registering.

Rigorous recruitment procedures mean that the staff team are suitably vetted and qualified to work with the children in the nursery. Children are also safeguarded well by staff who clearly know what to do if they have a concern about a child's health and well-being. Referral routes are clearly understood and well defined roles and responsibilities

determine that any child protection issues are carefully managed. The leadership and management team is vigilant and alert. They give clear guidance to staff and intervene where appropriate. This helps routines to run smoothly and any weaker moments in practice are short lived. This demonstrates a strong commitment to driving improvements.

Parents comment favourably about the quality of staffing in particular. Many parents acknowledge how quickly their children settle into the nursery. This is an indication of how well children's personal, social and emotional development is fostered. Staff also try to involve parents in the life of the nursery. The organisation of events such as cultural days helps to develop children's awareness of diversity as families contribute cultural dishes from home and wear their traditional clothing.

The nursery actively seeks wider opportunities to support children's learning. Knowledge about the borough's data highlighting weaknesses in writing and mathematics have driven the nursery to respond by enlisting training and advice and developing relevant resources and activity ideas. Most recently links have been made with a local children's centre that will further support children's communication and language through delivering 'sing and sign' sessions to the children. Management have already identified how this initiative will support those children with speech and language difficulties.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY470259
Local authority	Bexley
Inspection number	937323
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	28
Name of provider	Stand Out Theatre Limited
Date of previous inspection	not applicable
Telephone number	07572443233

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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